Research-based Interventions and Eligibility for Special Education







Public Schools of North Carolina
State Board of Education | Department of Public Instruction :: Exceptional Children Division

RESEARCH-BASED INTERVENTIONS AND ELIGIBILITY FOR SPECIAL EDUCATION

PURPOSE

With the revision of the Individuals with Disabilities Education Improvement Act in 2004 and the approval of the North Carolina Department of Public Instruction's *Policies Governing Services for Children with Disabilities* in November 2007, research-based interventions are now required prior to determining eligibility for special education and related services in some areas of disability. In addition, a child must not be determined to be a child with a disability if the determination is based on a lack of appropriate instruction in reading, including the essential components of reading instructions as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA), lack of appropriate instruction in math, or limited English proficiency. This document has been prepared to assist school staff in finding and implementing research-based interventions for students who may have a disability. If the interventions are successful without specialized instruction, conditions, adaptations or significant modifications, the student can be educated in the general curriculum and the IEP Team may not find the student eligible for special education and related services.

REQUIRED SCREENINGS AND EVALUATIONS NC 1503-2.5(D)

Prior to determining eligibility in the areas of Serious Emotional Disability, Intellectual Disability (if there is no previous diagnosis of an intellectual disability), Other Health Impairment, Specific Learning Disability, and Traumatic Brain Injury research-based interventions must be used and the results documented.

Serious Emotional Disability (SED or ED): Two scientific research-based interventions to address behavioral/emotional skill deficiency and documentation of the results of the interventions, including progress monitoring documentation.

Intellectual Disability (ID): When there is no previous diagnosis of an intellectual disability, two research-based interventions to address academic and/or functional skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Other Health Impairment (OHI): Two research-based interventions to address academic and/or behavioral skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Specific Learning Disability (SLD): Two research-based interventions to address academic skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation.

Traumatic Brain Injury (TBI): Two research-based interventions to address academic and/or behavioral skill deficiencies and documentation of the results of the interventions, including progress monitoring documentation. This may be waived for students who have been medically diagnosed with TBI and who have received medical and/or rehabilitative services in a medical or rehabilitation program or setting within the previous twelve months.

RESEARCH-BASED INTERVENTIONS

Research-based interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student. Multiple sites on the web have information about research-based interventions.

PROGRESS MONITORING

"Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs." There is much more information about progress monitoring on the website. **http://www.studentprogress.org/progresmon.asp#2**

WEB RESOURCES FOR RESEARCH-BASED INTERVENTIONS

http://core.ecu.edu/psyc/rileytillmant/rileytillman.html • This website has a link to an Evidence Based Intervention Manual on the left hand side of the home page. The manual contains specific information on how to implement research based academic and behavioral interventions. It was developed as a class project at East Carolina University under Dr. Chris Riley-Tillman.

http://www.k8accesscenter.org/training_resources/programsandpractices.asp • Of particular help on this site is the document "Strategies to Improve Access to the General Education Curriculum."

http://www.k8accesscenter.org/training_resources/universal_design.asp • This site has a lot of information about Universal Design to improve learning of all students. Some of the strategies might be used with an individual student.

http://www.k8accesscenter.org/training_resources/default.asp • This site has content specific information.

http://research.nichcy.org/subject.asp?SubID_x10x *(There is a small "L" after Sub)* • This site has twenty-one research articles on Teaching Methods. Some can be adapted for individual students.

http://serge.ccsso.org • This site has resources for teachers in general education working with students with disabilities. Some of these can be used as interventions.

http://www.interventioncentral.org • Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York.

http://www.promisingpractices.net/ • This site contains information about practices and programs that help with behavioral and emotional skill development. Although most of the programs are for groups of students, some may be adapted to individual students.

http://www.colorado.edu/cspv/ • This site contains programs that are considered effective violence prevention programs. Although most of the programs are for groups of students, some may be adapted to individual students.

http://childtrends.org/lifecourse/programs_ages.htm • This site contains information about practices and programs that help with behavioral and emotional skill development. Although most of the programs are for groups of students, some may be adapted to individual students.

http://www.unl.edu/csi/study.shtml • This website from the University of Nebraska allows access to some empirically-based cognitive strategies. Strategies are targeted at promoting a child's awareness of cognition during learning. There is a related review about self-regulation and self-monitoring on the site as well.

http://www.autismnetwork.org/modules/behavior • This website from the University of Oregon of activity-based interventions (ABI) is appropriate for young children with disabilities. There are interventions in the following broad areas: academic, behavior, communication, environmental, sensory and social skills. Some specific links included are contingency management, stress management, discrete trial, toilet training etc.

http://www.circleofinclusion.org • This is the University of Kansas Circle of Inclusions Project site. This site also has many academic learning strategies.

http://www.newhorizons.org/strategies/front_strategies.html • On website is information about some of the best researched and the most widely implemented methods of helping all students to learn more successfully. The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources.

http://www.clas.uiuc.edu/ • This site from the CLAS Institute, University of Illinois at Urbana Champaign, has research-based motor and language skills interventions.

http://www.free-reading.net • This site is the Free Reading website. Free Reading is a high-quality, open-source free reading intervention program for grades k-3.

http://www.centeroninstruction.org • This is the website for the Center on Instruction which contains collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional US Department of Education Comprehensive Centers.

http://www.ed.gov/about/bdscomm/list/mathpanel/index.html • On March 13, 2008, the National Mathematics Advisory Panel presented its Final Report to the President of the United States and the Secretary of Education. Copies of these ground-breaking reports, rich with information for parents, teachers, policy makers, the research community, and others, can be accessed at this website.

http://www.ed.gov/inits/Math/silver.html • Results from the Third International Mathematics and Science Study (TIMSS) are found on this website. Teachers, principals, parents, policy makers, and others wishing to improve mathematics education in the middle grades can learn much from TIMSS by: reviewing some major TIMSS findings related to grades 7 and 8; considering these findings in light of other relevant research on mathematics curriculum content, classroom instruction, and student achievement; and then pondering the lessons from TIMSS and related research about what must be done to ensure that US students have access to better mathematics education that will prepare them for the challenges of today and tomorrow.